

# Wellesley College News

VOL. XL

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No. 10

## TIMES GIVES TEST ON WORLD EVENTS

Are you an animated blotter, absorbing bits of information which chance to seep into your mind, or do you appraise intelligently? Do you read your newspaper with casual interest, recognizing vaguely that such names as Laval, Grandi and Hitler are being stressed and therefore must be important? Or do you glean a knowledge of current history; a stimulus to thought; a basis for intelligent discussion—in short, does your newspaper contribute vitally to your education?

The *New York Times*, in order to stimulate interest in current events and in the *Times*, has offered for the past four or five years, to some eighteen or twenty colleges and universities, prizes to the sum of \$250 to the student or students of each college making the best record in an examination on current events of the preceding year. The winners of these collegiate examinations then compete for an intercollegiate prize of \$500 in an examination made out by a council representative of the different colleges. Each college has the right to divide the \$250 as it sees best, into one, two or three prizes, the only stipulation being that the first prize for each college be not less than \$100.

To Wellesley, the *Times* gives this opportunity, and the News will print from time to time sample questions prepared by the board on one month's events. The final examination will occur in March and will cover the important world happenings from March, 1931, to March, 1932. No preparation is needed except an intelligent glance at one's morning paper. It is a chance to test one's assimilation of passing events—a challenge which other colleges are answering and one which Wellesley will undoubtedly meet with enthusiasm.

Below is a sample of the type of questions that will be asked. Current Events Questions For October\* I. Identify the following, indicating briefly the part each played in the news of the past month:

1. General Honjo
  2. Oliver Baldwin
  3. Prentiss Gilbert
  4. William E. Borah
  5. Dino Grandi
  6. Sir Oswald Mosley
  7. Erik Axel Karlfeldt
  8. George Washington Memorial Bridge
  9. Patrick J. Hurley
  10. John Leonard Martin
- II. Answer the following in a word or phrase:

1. Who is the Director of the President's Organization on Unemployment Relief?
  2. What football player received fatal injuries in the Army-Yale game?
  3. Who is the President of the American Federation of Labor?
  4. Who is the campaigning daughter of the British prime minister?
  5. Who wrote "Mourning becomes Electra"?
  6. Who is President of the Bank for International Settlements at Basle?
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## Rioters Disrupt Paris Arms Parley

The world's attitude toward disarmament has been demonstrated in various ways recently, but the most striking exhibition of feeling was shown at the private disarmament conference now in session in Paris. Crowds listening to a speech by M. Paul Painlevé, one of the leaders of French liberal thought, hissed and shouted when he said that disarmament without guarantee of safety would be dangerous to the world. He explained his statement by calling up the danger of chemical warfare.

At the same meeting, M. Rolin of Belgium emphasized the fact that disarmament must precede security. He charges the nations with lack of support of the League, which explains its failure in the Manchurian situation.

The meeting held the next day was disturbed and finally broken up by rioting created by a group of French nationalists. The speakers were hissed and insulted, and few could make themselves heard above the uproar. The crowd absolutely refused to allow Mr. Alanson B. Houghton, of the United States, to speak, and the meeting was dismissed. Many of the Paris papers approved the action of the rioters by their silence on the matter, or by outright declarations. It is felt to express the popular feeling toward the coming conference in Geneva.

In a report of the financial status of the Farm Board, Mr. James C. Stone, chairman of the board, put the losses of the Board at \$177,000,000 on their wheat and cotton holdings. The commodities were bought at much higher prices than the present market prices, and it is hoped that the losses will be regained when the commodities are sold in later years. To relieve the farmers' situation, four national associations have united to take definite measures. These are the National Grange, the American Farm Bureau Federation, the Farmers' Educational and Cooperation Union, and the National Committee of Farm Organization. These associations plan to secure agricultural relief either by the

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## Students To Be Heard Soon In Recital For Two Pianos

A recital of unusual nature will take place in Billings Hall on December 14th at eight o'clock. Helen Holstein, '32, and Sarah R. Supplee, '33, will give a joint piano recital. The comprehensive program includes solo music as well as several works for two pianos. Of especial interest is Debussy's *En Blanc et Noir* which has never before been played at Wellesley.

Both Miss Holstein and Miss Supplee are pupils of Miss Blanche Brocklebank of the Music Department.

The program follows:

Andantino	Rossi
Sonata in C Major	Scarlatti
Rondo andantino	K. P. E. Bach
Rondo brillante	Weber
Helen Holstein	
Sonata in D Major	Mozart
Allegro con spirito	
Andante con moto	
Allegro molto	
For two pianos	
Prelude in G Major	Rachmaninoff
Minstrels	Debussy
The White Peacock	Griffes
Concert Etude	McDowell
Sarah Supplee	
En blanc et noir	Debussy
"Qui reste à sa place Et ne danse pas De quelque disgrâce Fait l'aveu tout bas."	
Berceuse	Aubert
Danse Macabre	Saint-Saëns
For two pianos	

## CAMPUS CRIER



The Christmas Bazaar, exhibiting the work of various relief associations and Student Agencies, will be held in Alumnae Hall today between 2:30 and 9:00 P. M. Tea will be served in the afternoon.

At 8:00 P. M., Friday and Saturday, December 5 and 8, at Fall Formals, Barnswallows will present *The Swan*, a comedy by Ferenc Molnar. After the performance on Saturday there will be dancing until midnight.

The Coventry Nativity Play of the Company of Shereman and Tailors will be given in the Chapel at 7:30 P. M. on Sunday, December 6. The production will contain the original songs and music. These have been found by Betty Klauder after much research. Miss Klauder is also in charge of the singing which continues throughout the play.

The Personnel Bureau will conduct a Field Trip to the *Boston Herald-Traveler* on Tuesday, December 8, at 2:04 P. M. All who desire to attend should register before December 5.

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## World Disarmament Argued In Debate By I. R. C. Members

At a meeting of the International Relations Club on Friday, November 27, a debate was held on the proposition, *Resolved, that in the present world situation disarmament is feasible.* The affirmative was upheld by Ina Gotthelf, '32, Edna Breslau, '33, and Elsa Buerk, '34. The negative was taken by Nina Tucker, '34, Doris Lodge, '35, and Florence Smith, '32. The debate was presided over by Mary Losey and the judges were Mr. Smith, Miss Overacker and Miss Rathborne.

Miss Gotthelf opened the debate by a statement of the affirmative side of the question. She stated that disarmament was not only feasible but necessary. She then discussed this from the political point of view, recognizing that the present condition was the result of war and that any armament tends to war in the fight and competition for security. As a plan for present disarmament she suggested the three points: education of the public to disarmament, the formation of a permanent world institution for control, and the use of the Draft Treaty for the Disarmament Conference of February as a basis.

Miss Tucker outlined the negative argument which showed that security was necessary before disarmament and

(Continued on Page 3, Col. 2)

## Students May Tour Russia By The "Open Road" Method

The Russian Student Association has sent an invitation to the students of America to visit Russia next summer. A limited group, sailing late in June, will make a twenty-three-day trip through European Russia, under the leadership of American educators, in observation of the efforts of the Five Year Plan in industry, agriculture, and education. Through their status as guests of the students of Russia the group will enjoy special privileges, will receive public hospitality and will be accommodated at such nominal prices that the charge for fixed expenses of the round trip from New York will be only \$370.00.

Membership will be limited and selective. For information concerning the trip address *The Open Road*, 20 West 43rd Street, New York City.

## Wellesley vs Winchell

The News in company with various members of the faculty has received a letter from the Raymond Service, asking for an opinion on the coining of words, as well as on the coiners. Walter Winchell is cited as an example—Walter Winchell, who calls talking pictures "chln-emas," uses the word "Renovate" for divorce, describes liquor as "Laughing Soup," gives a picture which could not be otherwise expressed except in a sentence by his coined word "Renotriety."

Wellesley finds coinages near at home, without having to scour Mr. Winchell's columns for them. Wellesley expresses the whole thought of "sweet bells jangling out of tune" by the one word "carillon," speaks of an inveterate smoker as "Alum-inated," and calls the inimitable poetry of Adonais the News Hound "dog-gerel." What price Winchell?

## Harvard Lecturer Explains Present Manchurian Unrest

On Tuesday evening, November 24, Mr. Lucius Porter, a member of the Yenching University staff, and a visiting professor at Harvard this semester, addressed a group of students and faculty on the present conditions in Manchuria. Drawing his information in particular from the past history of this nation and the nations involved in its development, Mr. Porter limited his discussion to that of the conflict of interests in this part of the world.

According to Mr. Porter, three pairs of conflicting interests contribute to the present unrest in Manchuria: namely that of China versus Japan, that of the League of Nations versus Japan, and that of the civilian party in Japan versus the military party in the same nation. In addition to these is the less important one of the Soviet government versus Japan—a conflict which has caused little trouble until very recent times. All of these problems are somewhat interrelated in the part they play in the Manchurian problem; yet they raise individual questions and should therefore be considered separately. Of the four main pairs, the second—in which the nations of the world are lined up against Japan—is probably the most important.

The history of the first pair of conflicting interests is longer than the others and dates back to the attempt of Kubla Khan to annex Japan at the end of the twelfth century. The fact that this great conqueror was unable to fulfill this desire has had an important effect in shaping the independent attitude of the Japanese towards the Chinese. Successive generations of Japanese carried this attitude of independence to its full extent until the latter part of the nineteenth century, when Chinese thought predominated in the life and organization of that state. With the development of Western ideas in Japan, and the throwing off of these Chinese ones, however, it was revived and has existed ever since. Finally on 1894 it was one of the factors that led to a Sino-Japanese war by which Japan gained a foothold in the Southern Manchurian peninsula. This foothold was lost soon after the peace by the intervention of foreign powers, Russia in particular, who were desirous for commercial reasons to preserve the integrity of China. But Japan retained her feeling of independence and pride, and although she acceded to foreign demands, she never lost hope of regaining her hold in Manchuria. Thus in the succeeding years in which her power in the world was acknowledged, she advanced this wish and gained certain rights in the disputed

(Continued on Page 3, Col. 3)

## COLLEGES TO SING IN ANNUAL CONCERT

### Harvard Glee Club Will Join With Wellesley Choir In Varied Program

### DR. DAVISON TO CONDUCT

The Wellesley College Choir will join the Harvard Glee Club in the annual concert on December tenth, in Alumnae Hall. The joint selections will be conducted by Dr. Archibald T. Davison, director of the Harvard Glee Club. The concert is well planned, and the ability of the choirs should make it even better. The program follows:

I	Adoremus Te	Orlando Lasso
	Crucifixus from Missa O Rex	
	Gloriae	Palestrina
Wellesley		
II	Three English Folk Songs	
	Gently, Johnny My Jingolo	
	The Foggy Dew	
	Spanish Ladies	
	Harvard	
III	Pastoral	Gustav von Holst
	To Agni (Choral Hymn from Rig Veda)	von Holst
Wellesley		
IV	Three Pieces by Handel	
	The Foolish Lover (Deidamia)	
	May No Rash Intruder (Solomon)	
	The Heart That's Contented (Admetus)	
Wellesley and Harvard		
INTERMISSION		
V	Agnus Dei	
	I Will Not Leave You Comfortless	Byrd
	To Thee Alone Be Glory	Bach
	Harvard	
VI	The Staines Morris	16th Century Air
	O Can Ye Sew Cushions	
	(Arr. by Bantock)	
Scottish Cradle Song		
(Continued on Page 2, Col. 2)		

## Hathaway Exhibitions

Hathaway House is at the present time showing two exhibitions of unusual interest. The first is comprised of water-color paintings by John Alken, a young artist living in Wellesley. Mr. Alken's subjects are varied, from a series showing different views of Mount Desert, and a number of European subjects—Trieste, Marseilles, Cannes—to a group of sail boats in pen and ink.

The second exhibition is made up of a number of very beautiful antique trays reproduced and restored by Mrs. W. H. Blood, Jr., of Wellesley. Many of these have recently been exhibited at the Boston Society of Arts and Crafts. The types of trays present a wide range both in size and style of design, but all of them have the authentic stamp of the fine old painted trays on which artists of a hundred years ago expended their skill.

Both exhibitions close on December 15th.

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DECEMBER 7—9:30 to 12:00 and 1:00 to 3:45  
for students A-G.  
DECEMBER 8—9:30 to 12:00 and 1:00 to 3:45  
for students H-Q.  
DECEMBER 9—9:30 to 12:00 and 1:00 to 3:45  
for students R-Z.



## BIBLIOFILE

*Immortal Sidney*: by Emma Marshall Denkinger. New York, Brentano's, 1931. Price \$3.75.

Here is the latest addition to the Wellesley shelf. Emma Denkinger was at one time an instructor in the English Literature Department of Wellesley College. Her biography does credit to the Department's reputation for thoroughness and industry.

Philip Sidney, courtier to good Queen Bess, is a figure so clouded in romance and glory that it is refreshing to hear some honest facts about him. Miss Denkinger has spent two years gathering her material. In so short a time, she has done an amazing amount of research not only of the Sidney records, but of contemporary history. The events of Sidney's life are scanty enough. Although ambition burned within him and he longed, from his youth, for action, he was forced to spend all his golden years in the enervating atmosphere of a procrastinating court, ruled over by a woman who owed her existence and that of her little kingdom to a policy of vacillation.

Philip was born in an atmosphere of sorrow. His grandfather and two of his uncles had suffered traitors' deaths in connection with Lady Jane Grey's raising to the Queenship. Still, his mother was a Dudley, one of the noblest families in England. His father was a most high-minded gentleman, who instilled his ideals in his young son. These were the influences which formed the character of Philip. His education finished at the age of eighteen, he began his career in the service of the Queen. He was sent as a special ambassador on a mission to Austria. Soon after, he incurred Elizabeth's everlasting disfavor by presuming to advise against her marriage to the French Duke of Alencon. Retiring to Wilton, his sister's home, he wrote and dedicated to her *Arcadia*, the first English novel, and began the sonnet sequence *Astrophel and Stella*. Begun in the conventional manner, these sonnets soon became passionate and rarely beautiful, for Stella, or Penelope Devereux, had made an unhappy marriage, and Philip was deeply in love with her. But his honesty soon revolted at the thought of having a secret love affair. Prevented by the Queen from joining the Protestant cause abroad, he was kept at home to ornament medieval tournaments. Having failed in three attempts to escape to the New World, he married Sir Francis Walsingham's daughter and settled at home. Finally, the Queen gave him a command in Holland, fighting against the Spaniards. Here at last was action, but even here Elizabeth hindered him, by refusing him wages for his troops. Only when, at the age of thirty-one, he had died in battle, making in his last moments that gesture of the chevalier—the offer of his water-bottle to a wounded soldier—did she recognize the importance of her loss.

A life of frustration—of inactivity in an age of the most stirring activity, of magnificent possibilities deliberately disregarded and given no field in which to exercise—produced in Philip Sidney the character which, alone, is accountable for his fame. Misfortune only strengthened his native virtues, as Miss Denkinger emphasizes in a most commendable last chapter. He was Sidney of "that most rare breast, crystalline sincere, through which like gold, his princely heart did shine."

Here was material for a penetrating character study. Miss Denkinger, however, takes the attitude that actions speak louder than words and wastes no time probing the depths of her subject's mind. Instead she feels that, given the environment of the man and his reactions, his personality will take shape of itself in the reader's mind. It is a successful but rather old-fashioned method.

Essential to this method of biography is a vast and detailed knowledge of the material. This Miss Denkinger may be complimented on. Every sentence is packed with concrete, graphic, and, one feels, authentic details. Yet only occasionally does one feel the weight of "sources." The first chapter

especially is a masterpiece of concentration, giving a most economical summary of the family and political history necessary to an introduction to the figure of young Sidney.

Such condensation has its disadvantages, of course. It makes for stiff-jointed style, artificial transitions, choppy, even ungrammatical, sentences. Packed information is hard to fit into an easy, flowing style. Perhaps the writer is too prone to hurry into the American amateurishness, and lacks a little of the English maturity.

But these are minor complaints which vanish before the realization that the author has given a very clear picture of the complicated inner workings of English statecraft in Elizabeth's reign; that she has not allowed her historical background to be overbalanced by her honest and reasonable portraits of the chief actors: Elizabeth, Leicester, Walsingham, and Sidney; and that, although she leans toward the Strachey ideal of humanizing heroes, she has kept the intimate details in their proper place of subordination to the picture entire. Although *Immortal Sidney* does not scale the heights of fine literature, we can recommend it as a vivid and entertaining account of a very human life in a fascinating period of England's history.

L. M., '33.

## CHOIR COOPERATES WITH HARVARD CLUB

(Continued From Page 1, Col. 5)

<i>The Sleigh</i>	Kountz
Wellesley	
VII	
<i>Choruses from the Mikado</i>	Sullivan
<i>Der Gang zum Liebchen</i>	Brahms
<i>Fire, Fire My Heart</i>	Morley
Harvard	
VIII	
<i>Let Their Celestial Concerts Unite</i>	Handel
(Samson)	
Wellesley and Harvard	

Admission charge of seventy-five cents will be made to cover expenses and to raise money for future concerts.

## MISS KNAPP SPEAKS AT VESPER SERVICE

On Sunday evening, November 29, Thanksgiving vesper services were held in Memorial chapel. The program for the evening was opened by an organ prelude, the *Andante* from Widor's *Gothique Symphony*, followed by hymns sung in turn by congregation and choir, and the prayer given by Miss Knapp. After a rendition of the *Prayer for Thanksgiving* by the choir, Miss Knapp addressed the congregation.

In glancing superficially about the world today, the dean declared, there would seem to be little for which to be thankful. Hard conditions, owing to the economic depression, are everywhere apparent. Yet when we glance back to the time of the first Thanksgiving, we realize that the courage and cooperation of the little band with their leader, Bradford, is their important contribution to the world of today. So, now, by piercing beyond the upper and obvious layer of world conditions, we may apprehend and be grateful for such significant movements as the union of all classes in their striving toward wider and better social ideals, and the new internationalism and desire for peace. The renewed faith in religion, especially in this age of human power, engendered by the machine and by science, the new open-mindedness toward truth in the churches, as evidenced by the recent religious conference here in Wellesley, both are causes for gratitude. Miss Knapp concluded her address with an injunction to remain keen and responsive to the search for truth, with the words of Bradford as a spur, "All great undertakings must be both enterprised and overcome by courage." There followed an organ selection, Henegger's *Choral*, a prayer offered by Miss Knapp, and the choir recessional, *Sing Alleluia Forth in Duteous Praise*.

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## THE PEREGRINATING PRESS

PERRY hopes that those who approve of prohibition will please skip this item, for it is thoroughly wet. He strolled over to the El table last week and, being the kind of gentleman who reads before he runs, idly began to peruse the notices on the Lost and Found board. Many of Life's Little Tragedies can be discovered there, but this time, in the five-inch thickness, he disclosed the following: "Lost, one cocktail-shaker, half full. Finder please return, if able. Zelma Zilch." (Said the dear young thing beside Perry, "Do you suppose she really means it?")

NOR does that end the subject. In Bible Class, Perry heard this remark, that might come under the head of wise-cracks. "Why is it the Nazarenes did not drink wine?" was the question. "It was a hangover from nomadic customs," quoth the scholar.

CUTTLING back from a glorious week-end in New York in time for a 9:40, Perry overheard two women discussing the college, as the train approached its neighborhood. "What do you suppose they do all the time?" asked one. "Oh, study a little and play a lot and go to dances," was the reply. Do you suppose they were referring to us?

WHILE speaking of Bible classes, match this one, if you can. At 8:40 on the morning after Thanksgiving, the young ladies were greeted with a request to take out a sheet of paper and write; the question asked for the evidence we have that the prophets of the North did or did not (Perry always was vague about those little things) disapprove of certain shrines. The class struggled out of its usual Monday morning daze and thought and thought and thought . . . for all of three minutes. Then said teacher, "You needn't puzzle any longer. The answer is . . . a blank sheet of paper. I never give roll-calls at 8:40 after a holiday, and we have no evidence that the prophets of the North . . ."

NEVER, never interrupt the practice of tap-dancers. Perry wandered into the room of a friend, and found two earnest tappers rehearsing. Before he could retreat, they had inveigled him into attempting a few hazardous steps. One stood on either side of him, and the lesson began. "First, a three," shouted one young lady into his right ear. "Then a false-five," the other y. l. not to be outdone, shrieked into his left ear. "Now a slide-step." "A grape-vine." "A simple pigeon-toe." "Two hobble-steps right." "Now, fall forward and back . . ." But that was too much, and Perry fled.

ALL Wellesley can be divided into three parts, those who went home for Thanksgiving, those who went into Boston and saw *Once in a Lifetime*, and those who did other things. (Did any one stay on campus?) But the first prize for resourcefulness goes to the thirteen unsuperstitious freshmen who took their house-mother with them, went to see the evening performance of *Once in a Lifetime*, and followed it with a midnight supper.

PERRY wishes to announce that it makes a bad impression on strangers passing by when a Wellesley woman strolls down Washington Street with a large, pink teddy-bear tucked under her arm. Tourists imagine that we attend a kindergarten; of course, at times, we might think so, too, but that's only when some particularly brilliant speaker has just addressed us. Besides, says Perry, returning to the point, it's bad for the morale of the college. It was such a cunning bear!

THE absent-minded professors give way to absent-minded scholars. Especially interesting psychologically was the earnest and deep thinker who marched out of her room holding by a silken cord her shoe-bag, instead of her umbrella. And the one who got up by mistake at seven on Thanksgiving. But Perry prefers the one who,

after a week-end at home, arose and began to carry out the dishes.

PERRY, listening at a keyhole, heard a group of seniors, late at night, discussing God. If He were in the next room, would they go in to see Him? Several said "Of course"; one said "Never," for it would destroy the beautiful mystery; another said just plain "No." Perry departed, and has been looking pale ever since.

THE Disarmament Debate threatened to turn into a small war when one part of the audience disagreed quite violently with one member of the "con" side. Perry sat around waiting for the first blow, but he was disappointed. If nations were notes to fight it out with words and content, we might never have another good rousing war. It seems that one of the most talented debater's private opinions did not coincide with her public views, for she wrote, "I don't believe a word of what I'm saying." It's a good trick if you can do it, and her side won.

*Perry the Pressman*

## DEALS WITH TOPIC OF RACIAL CONTACT

Contact between negro and white should be considered mutually beneficial and not harmful, according to Mr. Julian Steele, Director of the Robert Gould Shaw House in Boston.

In his talk on "Extra-Curricular Activities for the Negro" at the second Inter-Race meeting, Friday, he attributed the decline of majority groups throughout history to their unsympathetic attitude toward the problems of minority groups. He summed up the negro status, as a whole, emphasizing the injustice shown him in the South and the helpful attitude of the Northern Quakers.

In talking of the negro problem in colleges, including Wellesley, Mr. Steele advocated fellowship and contact between negro and white in extra-curricular activities as a means to better understanding. Mr. Steele urged that we know the negro not as a problem but as a friend. The negro is so accustomed to ostracism that he is hesitant about engaging in outside activities. We fail to realize that he comes to college not as a negro but as an individual. According to the director, who is himself a Harvard graduate, much pettiness and narrowness of vision might be avoided among students if the value of inter-racial contact were recognized.

## DEBATERS DISCUSS WORLD DISARMAMENT

(Continued from Page 1, Col. 3)

that you cannot have disarmament until you have a sufficiently efficient organization to keep peace. She then discussed the failure of past attempts at disarmament: the quantitative and budget systems of limitation and the defeat of past conferences.

Miss Breslau took up the affirmative side again with a discussion of the economic waste of both armament and war. Miss Smith then, for the negative side, described the present conditions of Europe which prevent an immediate disarmament. These are the psychological condition of France and her various alliances and the sore spots left by the Versailles Treaty. Miss Buert delivered the final argument for the affirmative, the social and moral necessity for disarmament. Miss Lodge as the last negative speaker showed that the present existing international institution, the League of Nations, was absolutely inefficient in enforcing its laws and that before we could have disarmament, there must be some efficient international force to take the place of armed security.

After the rebuttal by Miss Smith and Miss Gotthelf, the judges announced their decision, unanimously in favor of the negative side.

## LECTURER EXPLAINS MANCHURIAN UNREST

(Continued from Page 1, Col. 4)

territory. Among these privileges were some which concerned the building of railroads, and which gave to Japan practical control over the maintenance of these railroads in Southern Manchuria. It is these rights which China has been trying to deny since the "Day of Humiliation" in 1915 that have been the source of most of the Sino-Japanese trouble of the twentieth century.

The second pair of conflicting interests, that of the League of Nations versus Japan, is of course of a more recent date. Its present importance, in fact, dates only from the appeal made this fall by China to the League after the events of September 18. Japan has defied the whole world in refusing to evacuate Manchuria after having been so requested by the representatives of many nations; and in this she has questioned not only the efficacy of the League machinery in outlawing war but also the power of many states to uphold their demands.

The issue between civilians and militarists in Japan is linked somewhat with that of the Sino-Japanese question. This relation is due fundamentally, perhaps, to the fact that it is the civilian party that has always desired conciliatory relations with China in contrast to the warlike attitude of the military group. In 1927 the civilian group first gained control of the government, ending a long military regime that had really made Japan a modern nation. Since then the militarists have been steadily losing power, and have been attempting to retain their influence by rather drastic measures. This fact leads then to the supposition that the recent events in Manchuria are the work of the desperate militarists who, feeling that all their hopes would die if the Disarmament Conference in February were successful, have acted in such a way as to put Japan in a position from which it would be very difficult for the civilian government to withdraw.

The fourth issue, which involves the Soviet government, is, in Mr. Porter's opinion, the least important. Russia is at present absorbed in the success of the Five Year Plan. It is not very probable, therefore, that this nation will take an active part in the settling of the Manchurian question; but it is possible. Events may therefore occur in the near future which will bring this pair of interests to the fore.

## ALUMNAE NOTES

### ENGAGEMENTS

'30 Eleanor McPherrin, to Mr. Fred Moritz.

Ex-'31 Eileen Goudey, to Mr. Alfred Frederic Steinkamp, Cornell, '27.

### MARRIAGES

'29 Alice Abbott to Mr. George Henry Bradner, October 10, at Saranac Lake. Address: 170 Park St., Buffalo, N. Y.

'31 Marjorie Love Breyer to Mr. James Arthur Singmaster, Jr., at Bronxville, New York. Address: 605 Clara Ave., St. Louis, Mo.



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## WELLESLEY COLLEGE NEWS

WELLESLEY, MASS., FRIDAY, DECEMBER 3, 1931

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## For Lack Of A Scandal

Following, in a mild way, the recent campaign of the *Columbia Spectator* against subsidized athletics, and recalling by way of analogy the famous exposé of the Harvard scrubwomen a year or two ago, we have been sighing for such worlds to conquer. What ire can we summon to rival theirs, what righteous flow of magniloquent wrath—even when we consider senior cars and the ambiguous lot of the Wellesley smoker?

It is not strange that we should look with something a little akin to envy at the embroilments of large universities. The very vastness of them, the impersonal machinations of the administrative regime, the casual contact between student and student, the scheming on a large scale of the campus political bosses—these elements, so foreign to us here, create an atmosphere in which crusading journalism is indeed at its youthful best. There is the charm of Don Quixote in these undergraduate editors, charging the windmills of things as they are, risking their academic necks to fill one clarion front page. Strange indeed, if we should not covet their places.

And yet in the midst of our individual envy, we are at heart thankful that our lot has been cast in other places. Year by year we have come to the formulation of a belief that not in the great universities, with all their expansive splendor, but in the smaller college, that stronghold of the liberal arts, must be placed considerable hope for the intellectual future of our generation. We refer you for authoritative opinion on that subject to others than ourselves—President Hoover's radio appeal in behalf of the small college was the most prominent recent utterance.

We hold a personal brief, however, for the value of that sort of democracy which exists in a college like our own; singularly inept as our society system may seem, it stands ace-high against the insufferable Babbittism of Greek-letter fraternities. We hold a brief for the value of friendly relationship between administrator and undergraduate, teacher and taught, though it be the hands sometimes of those of us who hesitate to attack the thing for fear of hurting the person. We delight in the strict inviolability of a college curriculum that would refuse to give credits for hog-calling or dish-washing if all the utilitarians in the country demanded it. We rejoice in freedom from imported athletes and ballyhooing, victory-minded alumni. We're not unimpressed by the quiet academicism of our three hundred acres, the absence of rumbling elevateds, the ready refuge of the woods and fields. We like the thought

that here there has been at least an attempt to pick and choose, to avoid that bane of modern educators, the unable, uninterested, unprepared collegian. We think that some of the millions left for education in this country belong by right to us, and to institutions like us, where the ancient ideals of wisdom have not yet been supplanted by football and bond-salesmanship.

Not that we advise overmuch complacency. Heaven knows Wellesley can learn a great deal without reaching her possible apex. But we do insist that she should wake up to the fact that she can have an apex of her own—an ideal of concentrated devotion to learning, of true liberalism of the mind, of humility and tolerance and mutual respect. We should like to see her administrators more alive to the currents of student thought, more eager to win student regard. We should like to see her teachers do what some of them already do—keep the lamp burning with a flame so clear, so bright, that even the dullest of us are fired with it. We should like to see—but some day we shall see! And when that day comes there will be a new kind of front page college story.

## Venite Laudemus

Upon the announcement of the sophomore honorable mention list we listen with our acute and supposedly well-tuned editorial ear to any comments forthcoming even as we listened to comments following the announcement of Phi Beta Kappa elections and even as we shall listen this coming spring. We glean that, strangely enough, it is not the defeated candidates (by candidates we mean those who are renowned in their small way for certain academic excellencies) who shrug their shoulders disdainfully and murmur vaguely about the broader horizon and the exaggerated importance of grades. Whether these unoriginal and trite observations spring from envy or from a genuine belief in their dubious truths, it seems to us that it is time to face the facts.

Certainly the acquisition of a Phi Beta Kappa key to any one possessed of a sense of proportion is not one of the prime necessities of life. But neither is it, in collegiate phraseology, "to be sneezed at." With those mediocre students who chant blithely that the grade is a meaningless symbol we half agree. It is a symbol. How important is a question. Even if the letter is only indicative of an instructor's judgment of one's work, is it not important as such? For what good are a group of facts entombed in the mind? Are nebulous theories and opinions, however deep, however pertinent, of any value laid away in the cedar chests of one's brain? In col-

lege and after college one is forced to communicate one's knowledge, broad or limited, to the world at large. The degree of clarity and accuracy with which a student is able to do this is graded outright in college. That this process of grading will be obscured too soon by those too polite to deflate our egos should make us a little more grateful for our temporarily frank judges and a little less scornful of those who win their approbation. Let us remember that the fact that a person may be a *potential* Phi Beta Kappa is insignificant. Unfortunately for the dreamer we live in a world of actuality where the mumbled excuses for delinquent scholarship carry no weight.

We have just had a new experience—life without a wrist watch—and we recommend it heartily. There is a certain zest and uncertainty about it. It is almost an adventure and sometimes an advantage. When you have forgotten to go to an English Comp conference almost nothing will help; but perhaps a plaintive air and "I have no watch" might smooth things over a bit. And for classes, a great amount of energy can be saved and an equally great amount of subterfuge avoided by having no watch to worry over and keep looking at. You will find that the time goes as slowly with or without. When minus a timepiece, however, the bell is more apt to come as a pleasant surprise. We therefore suggest to every one "life without a watch."

With the approach of Christmas vacation the college begins to turn its thoughts toward those final papers which are customarily assigned and occasionally begun before vacation time. Our thoughts are turned all the more forcibly toward these papers because we have noticed a striking similarity in the refrain of instructors upon this theme. One and all they suggest that they will be sure to give out the subjects very soon—"so that you can work on them during the vacation."

These words fall upon our ears with an ominous sound. Let us say once and for all that we do not object to working, and even to working hard. But there is a time for all things; and we humbly venture to suggest that the word vacation cannot possibly be stretched to mean a time in which to work. Considering the well-known activity which goes on during those three extraordinarily short weeks between the end of vacation and the beginning of mid-year examinations, we would suggest further that the activity of those who are interested in the health of the Wellesley girl be directed beyond bread, butter and milk, and towards the revival of the good old-fashioned vacation.

## FREE PRESS COLUMN

All contributions for this column must be signed with the full name of the author. Initials or numerals will be used if the writer so desires.

The Editors do not hold themselves responsible for opinions and statements in this column.

Contributions should be in the hands of the Editors by 11 A. M. on Monday.

## TO WHAT END—MUSIC?

To the Wellesley College News:

As one to whom music is not only an outlet but an ever-increasing source of richness, a creative thing, whether one listens as an appreciative listener or whether one performs, I should like to express my view in accordance with the editorial in last week's News.

The fact that only one hour's credit is the limit of academic recognition of all the hours that one spends at an instrument is no small detriment to one's "keeping up" music. It is a physical impossibility to devote the amount of time to practising that one would like to or that is really necessary for any degree of perfection unless one can at least have a recognition of the time one puts in. Practising music—since it is so all-engaging a subject—is just as tiring and takes just as much out

of one as the same amount of concentrated study or lab work. One can not keep it up independently except to the exclusion of some other academic subject. And if one does, there is no excuse acceptable to the administration! This does seem entirely unfair.

The suggestion that careful supervision of a study which is primarily individual would be necessary may, I think, be left to the instructor and to the student. One who truly loves music enough to elect it, and who struggles along now without recognition, could be trusted to make the most of the study were it credited toward a degree. Music students, like other people, thrive under a little encouragement and it seems fairly possible that a feasible arrangement could be worked out by the Music Department whereby the individual might still be left fairly free in practising but her progress measured by an examination such as a music school requires.

Does not music enrich the life of the college enough to encourage students to keep up this broadening interest in music? Does not education seek to bring out what is within an individual, and is not a love of music such a thing to be fostered and encouraged?

1932.

## TOO MANY TREES

To the Wellesley College News:

Why is the fundamental reason for education never pointed out in the Wellesley classroom? Why are the trees planted so thickly around us that they completely hide our view of the forest? In other words, why is the relation of Education to Life never pointed out in class?

We are swamped with Biblical and historical dates; we learn the chemical compounds of the physical objects of our world; we study the physical evolution of man, and, in Bible, to some extent, we study the moral and spiritual evolution of the human race. The fact that some of these subjects are related is suggested by the overlapping of some of our courses. But that they should all blend into a single whole in our minds—that, taken together, they are our background, our means of understanding Life as we shall meet it on leaving college—that, as a whole, these facts that we assimilate are the explanation of what man and his world are like today, and why they are what they are—this unification of our knowledge is never dwelt on by any teacher.

I object to the over-emphasis placed on details. If I remember correctly enough to dare to quote, Miss Gamble said that we forget over half of what we learn in college before we have been graduated one or two years. If so, it is because our subjects, and the facts of which they are composed, are all so isolated. They apparently have no connection with the lives of college girls, except as things that must be memorized, if only for the time being. Many girls who leave college voluntarily, say that it is because they feel that the education that they are discontinuing would do them no good in later years. They say, with a good deal of truth, that organized classroom work is not the only way in which the mind can be trained.

Education is generally—and blandly—spoken of as a "preparation for Life." Too often this is taken to mean only a general fitting of the student for some career by which she can earn her own living later. The other interpretation is not so often thought of—that it is one's best chance to learn what to expect from the world by learning what that world is like and "how it got that way."

Why can't classes be made twice as interesting for us by the teachers' showing how the subject (and this applies to every subject) is vitally connected with the progress of mankind? By showing that our knowledge of many subjects helps us first to find more readily our place and use in this world, and then to know how to go on from where we are and do something really constructive for the human race as a whole, and so promote the intellectual and spiritual evolution of man that is slowly being effected?

(Continued on Page 6, Col. 3)



## Confusion

Adonais wants to know  
What would happen  
If we all went as crazy  
As the weather-man,  
Who has recently  
Confused his seasons  
And given us spring  
Instead of winter.  
Just imagine  
Handing in a map  
Of the Holy Land  
To Dr. De Kruif  
As a sketch of  
The alimentary canal.  
Or giving as reasons  
For the break-up of  
The Roman Empire  
A list of the early  
Anglo-Saxon kings.

## MONDAY MORNING: A MISCELLANY

The teacher sits upon her chair;  
All full of vim is she;  
Nodding her head before her sits  
A student sleepily.  
With feet all weary and worn,  
With eyelids heavy and red,  
After the week-end she sits in a daze,  
Holding an aching head.  
Doze, doze, doze,  
On your cold grey seat, O lass,  
'Tis well that your tongue cannot utter  
The thoughts that arise in class.  
"Prithee why so pale and wan, Young Lady?  
Prithee why so pale?  
If asking questions can not move thee,  
Will a roll call fail?"  
The sleepy one she beat her breast,  
She cannot choose but hear.  
She struggles to make answer,  
And speaks in accents drear.  
"To sleep, perchance to dream—aye,  
There's the rub—  
I wish that I had stayed at the Wellesley Club."  
The teacher comes down like a wolf  
on the fold;  
Her amazement is sore if the truth can  
be told.  
She understands now, and her horror  
is deep,  
That the girl who talks now only talks  
in her sleep.  
You know on this occasion,  
Not many seats away,  
With a mound of books, one Mary Ann  
Sat on this gloomy day,  
With notebook open, you fancy how,  
Eye bright, hands clasped before,  
She never goes on week-ends,  
And studies all the more.  
In Wellesley did Mary Ann  
A stately study hall decree,  
Where she would fain improve her  
mind,  
While students socially inclined,  
Left in frivolity.  
Her hand leapt up when she beheld  
Distress upon the class.  
A recitation she began;  
The recitation on it ran;  
The teacher in a trance she held,  
With facts en masse.  
A heroine is Mary Ann  
Who did the teacher's whole attention  
keep  
That tired week-ends might have  
sounded sleep.  
ADONAI'S GETS A LETTER  
Freshmen who reverence seniors  
Should see them still in bed."  
Adonais, November 27.  
Why Adonais, doleful pup,  
Are you implying, cur, you,  
That seniors aren't the mighty ones  
They seem from village parliu?  
'Cause after all, you know, young dog,  
We must keep one illusion—  
A frosh without a guiding star  
Would soon be in confusion!  
So let us keep our idols grand  
Although their feet be clay, sir.  
You'd hate to see us all astray—  
Or wouldn't you? Now say, sir!



## The Theater

PLYMOUTH—*The School for Scandal*  
 SHUBERT—*The Student Prince*  
 MAJESTIC—*Of Thee I Sing*. (Beginning Dec. 8)  
 COPLEY—*The First Year*  
 COLONIAL—*Ziegfeld Follies*. (Beginning Dec. 7)

## CAMPUS CRITIC

### THE STUDENT PRINCE

After a series of musical shows in which squads of muscular girls leap, hop or kick their way across the stage, it is rather pleasant to see the revival of *The Student Prince*. A lusty male chorus renders with considerable vigor the old favorites: the *Drinking Song*, *You're in Heidelberg*, and the *Serenade*, with only the expected amount of stein swaying, while *Deep in My Heart*, *Dear by Kathie* and the *Prince* drew great applause.

The really most appealing actors are the Prince played by Allan Prior and Dr. Engel played by Hollis Daveny; the prince, who is pleasantly restrained in contrast to exuberant Kathie, and Dr. Engel, who is most delightfully natural. But by his amusing clowning, Lutz, the Prince's valet, shadowed by little Hubert, really succeeds in being the hit of the show. Lutz indulges in all manner of fantastic contortions and puffings and somehow we all laugh uproariously. Gertrude Lang, as Kathie, rather wearies one in her girlishly studied role of ingenue, while in contrast to her the Princess Margaret droops and languishes across the stage.

The sets and costumes, while not startling, are good. At the opening of the third act, which is a ball scene in the royal palace, the audience seemed thrilled enough to break into applause. For one who enjoys the music from *The Student Prince*, or one who will be pleased by a rather good male chorus, we recommend this show.

I. G. W., '32.

## PEACE CONFERENCE DISTURBED BY RIOT

(Continued From Page 1, Col. 2)

debenture plan, or by the equalization fee, both of which are opposed by Mr. Hoover and the Republican administration.

Weary of the depression, the National Council of the Unemployed have planned a "Hunger March" on the Capital for next Monday. The march is backed by Communists, as well. It is well organized, even to defense squads armed with stones, and representatives are expected from nearly every city of any size in the country. The marchers will demand unemployment insurance, and \$150 in cash for winter relief.

The Round Table Conference in England is at last drawing to a close in the Indian controversy. But the Indians are not yet satisfied with the attempts at conciliation. Several days ago, the various religious factions represented fought their individual quarrels and joined in issuing an ultimatum to the British Government. They declared that England must not introduce provincial self-government without a strong central authority. Provincial and national independence must be granted at the same time.

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## Out From Dreams and Theories

### HERALD-TRAVELER FIELD TRIP

On Tuesday, December 8th, the Personnel Bureau has arranged a field trip to the plant of the *Boston Herald-Traveler*. Students will have the opportunity of seeing the new quarters of this newspaper, the editorial offices and the printing departments. Those who are interested in the possibility of work with a newspaper should find the visit interesting and valuable. Students who are interested should register at the Personnel Bureau by Saturday, December 5th. The group will leave the Wellesley station on the 2:04 train. As the number attending the trip must be limited, early application is urged and preference will be given to seniors if necessary.

### LIBRARY TRAINING COURSE

In visiting the Boston Public Library on November twenty-fourth, Wellesley students were interested in the training course which is offered there. Such training is important for the professional librarian and is offered by the libraries of many large cities.

In Boston, the course continues for eight months and the class number is limited to fifteen. High school graduation is a prerequisite, but in the past there have been from one third to one quarter of the number who have graduated from college. All applicants for admission to the class must pass an examination, general in character, which is given to anyone who wishes to enter the municipal library service. In addition, a personal interview with the Director of Training is practically necessary.

The training combines half-days of classes with afternoons devoted to practice work. Such opportunity for experience is the distinct advantage of the library courses, as opposed to those of library schools.

There is no tuition fee charged for the year's training, but students must remain on the library staff for at least two years after successful completion of the course. The minimum salary paid to college graduates when they complete the training period is \$20.00 a week; sometimes more may be offered. Promotion and salary increases depend upon the ability of the individual and the vacancies arising on the staff.

In comparing the value of training in library school with that offered by the library, Mrs. Hartzel, Director of Training, said that the very best thing for a college graduate, could she afford it, was training at one of the accredited library schools, leading to a degree in library science. She pointed out that in the library schools, a corps of specialists instruct students in their particular field, while in the library class, the instruction is carried on by one individual sometimes assisted by occasional lecturers. Initial salaries paid to library school graduates are usually somewhat higher than those paid to the library-training-course graduate. There is, however, the certainty of immediate employment to the graduate of the library class, which cannot be assured the library school graduate.

Of the 2,700,000 married women employed in the United States, only about 1,900,000 hold jobs that men naturally would fill. The rest are engaged in domestic and personal service.

Of the 750 freshmen entering Hunter College this year, only one, in response to a questionnaire, announced an intention to marry. The majority hope to teach, while others will turn to the law, medicine, journalism, nursing, farming, and dog breeding as suitable fields in which to develop their own careers.

About one patent in fifty is granted to a woman in the United States.

## TIMES GIVES TEST ON CURRENT EVENTS

(Continued from page 1, Col. 1)

7. Where is "Radio City"?
  8. What important event took place on October 27th?
  9. What world-famed dealer in tea died in October?
  10. Who is the Democratic candidate for Speaker of the House of Representatives?
  - III. Indicate which one of the following "multiple choice" answers is correct in each case:
    1. Helen Hicks—aviatrix, actress, champion golfer, member of Parliament.
    2. José Laval—gave the new flood lights for the Statue of Liberty, a recent guest at the White House, President of Mexico, a movie star.
    3. Seaham—constituency of a British cabinet minister, a breed of terrier, a Long Island shore resort, an English flying field.
    4. Bluenose—seaplane, gangster, race horse, fishing schooner.
    5. Don Moyle—Spanish politician, aviator, columnist, noted jockey.
- \* Modeled on Part I of the examination for the *New York Times* Prizes in the Intercollegiate Current Events Contest.

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## CALENDAR

Thursday, December 3: \*8:15 A. M. Morning Chapel. Vivian M. Grady, '32, will lead. \*2:00-9:00 P. M. Alumnae Hall. Christmas Bazaar. 6:30 P. M. Horton House. Shop Club dinner and meeting.

Friday, December 4: \*8:15 A. M. Morning Chapel. Miss Alderston will lead. \*8:00 P. M. Alumnae Hall. For Fall Forum, Barnswallows present *THE SWAN*, a romantic comedy in three acts by Ferenc Molnar. Tickets, \$1.00, on sale in Room 30 (near Campus Exchange) Friday, December 4, 8:30-12:30, and at the box office the night of each performance.

Saturday, December 5: \*8:15 A. M. Morning Chapel. President Pendleton will lead. \*8:00 P. M. Alumnae Hall. *THE SWAN*. (see above) Dancing will follow.

Sunday, December 6: \*11:00 A. M. Memorial Chapel. Preacher, Bishop Henry K. Sherrill, Bishop of Massachusetts. \*7:30 P. M. Memorial Chapel. The Coventry Nativity Play of the Company of Shereman and Tailors. With the original songs. (Christian Association)

Monday, December 7: \*8:15 A. M. Morning Chapel. President Pendleton will lead. \*8:00 P. M. Alumnae Hall. Monsieur A. Desclos, Assistant Director of the Office National des Universités Françaises, will give an illustrated lecture on "Trois peintres français contemporains: Lebasque, Laprade et Ladureau." (Department of French)

NOTES: \*WELLESLEY ART MUSEUM—Exhibition of Etchings, Watercolors and Pastels by Gertrude Magie. Exhibition of Etchings and Dry-Points of Four Centuries sponsored by the College Art Association.

\*WELLESLEY COLLEGE LIBRARY—Exhibition of the Works of William Blake. Exhibition Hall.

\*Open to the Public.

## COURSE WILL AID NERVOUS SPEAKERS

Public speaking as a vocation is a comparatively new field for women which has developed as they have invaded the occupations that were regarded as the prerogatives of men—politics, public offices, the law, and commerce. But even though she may not enter politics, law or business, no college-trained woman can be sure that she will never be called upon to speak at a public or semi-public occasion. A graduate of Wellesley who went to China to teach reported that one of the first duties that confronted her was to speak to an audience of several hundred people. She declared she was glad that she had taken even a one-hour course in Speech, for it gave her more confidence than she would have had otherwise. It is taken for granted that the education of the modern college graduate is sufficiently broad to enable her to make an extemporaneous speech that is characterized by orderly arrangement of ideas and spoken with audibility and inoffensive quality of voice. Indeed, before graduation there are at least ten or a dozen occasions when students are called upon to speak to large groups. It is with these situations in mind that the course in "Speeches for Special Occasions" was organized by the Department of Speech.

The purpose is two-fold—first, to give opportunity, through the development of power in oral expression, for the general culture which is one of the aims of a liberal arts college; and second, to provide specific instruction in the making of actual speeches. The details of the course include the study of what may be termed the "mechanics" of speech (the voice modulations, movements of body, and vocal quality) that are necessary for successful public addresses; making of outlines for different kinds of speeches; consideration of the motives that influence audiences and the kinds of reactions a speaker may get from the groups he faces; the analysis and criticisms of addresses by successful speakers; and the composition and delivery of original speeches for specific occasions.

## CAMPUS CRIER

(Continued From Page 1, Col. 3)

On Tuesday, December 8, in Billings Hall at 8:00 P. M. there will be a concert by the Wellesley College Orchestra. All are cordially invited.

Monsieur A. Desclos, Assistant Director of the Office National des Universités Françaises, will give an illustrated lecture at Alumnae Hall at 8:00 P. M., Wednesday, December 9. His subject will be *Trois peintres français contemporains: Lebasque, Laprade et Ladureau*.

## ART TEACHERS SHOW HOW TO SEE BETTER

On Tuesday, November 24, Mrs. Perkins and Mr. Woodbury, of the Woodbury school of art, spoke on the Art of Seeing. Their talk was in connection with an exhibit of students of the school, which has been going on at the Art Museum for several weeks now. During a summer course of five weeks, the most inexperienced are taught the art of seeing both color and line. The drawing is done from motion pictures, while the work in oils represents many interpretations of scenes from the Maine coast.

Mr. Woodbury explained that the seeing of color is purely an individual matter. No two students have the same color sense. Three weeks of work in color, however, crystallizes the individual's ability to see and to organize what he has seen. The drawing from "movies," which makes the transition from drawing from photograph to drawing from life, is a new and interesting experiment. From the first showing of the figure in action on the screen, the student receives only an impression of the direction of motion. The next time it is shown, he gets the chief line, and successive showings help him complete his drawing. The various stages of drawing should be seen to realize the psychology of the thing.

## SAVANT ADDRESSES ITALIAN STUDENTS

Marquis Piero Misciattelli, professor at the University of Siena and member of the European committee of the Carnegie Endowment for International Peace, spoke before a group, on Monday afternoon, at Shakespeare House. His subject was *L'idealismo Femminile nel Trecento Italiano*.

Beatrice of Florence, inspiration of the great Dante Alighieri, was the first example of this idealization. Signor Misciattelli gave examples of her power to inspire Dante to the heights of poetic expression, especially in his *Vita Nuova*. In his conception of her we see two distinct types of beauty, the expression of awakening, and of mature love, the second having a spiritual quality of greater depth. The lover and poet saw in the beloved a personification of ideal physical and spiritual beauty. Thus Fra Angelico's Madonna at St. Mark's Convent, Florence, was the model for Dante's Beatrice.

The greatest expression of feminine idealization was St. Catherine of Siena (1347-1380), whose most important writings were nearly four hundred *Letters*, the loveliest being those to her confessor, biographer, and disciple, Fra Raimondo; and twenty-six *Prayers*, mystical outpourings, of which the beginning of the Oration of Eternal Trinity, and the last Oration, are most noteworthy. Her writing shows keen penetration of the life about her and the transfiguration of these findings by her ideals and religious zeal. These ideals for civil and rural life and order are embodied in Ambrogio Carenzetti's paintings in the Palazzo Pubblico at Siena.

Signor Misciattelli finds the greatest virtue of Catherine's style in its pure simplicity and its sensitive femininity. The primitive power of her phrasing scorns banal expression, and, as she says, her hands and tongue "s'accordano col cuore."

## N. S. F. A. NOTES

Out of each 100 persons furnishing data for the 1928-29 edition of "Who's Who," 85.09 per cent attended college and 73 percent were graduated. There is no analysis of the names that have been added in 1930-31, but the gradually growing percentage of college-trained persons in this directory during the last thirty years warrants the inference that it is now even higher than 85 per cent. The age of those enrolled suggests that recognition is not hasty, and that it awaits more than ordinary achievement. Usually it takes educators at least seventeen years to make "Who's Who," while writers may not expect such distinction short of twenty-two years and business men in less than thirty-one

years. There are, of course, exceptions, as Thornton Wilder, who got his A. M. in Princeton in 1925, and Oliver La Farge his A. M. at Harvard in 1929. The average age of admission is slightly above 50 years.

## TOO MANY TREES

(Continued from Page 4, Col. 4)

I think many teachers have this idea in the back of their heads. The trouble is that it stays there. They forget to produce it because they are working so hard to get us remember "important facts." And we are apt not to see what an integral part of Life's forest each tree and stump of knowledge is until we are through the woods and are looking back on our journey in retrospect. And, after all, if a few fact-like twigs are missing from some of the trees—it doesn't really matter!

1933.

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